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DEVELOPING SPECIALISTS IN LEARNING.
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DESCRIPTORS- *JUNIOR COLLEGES, *COLLEGE TEACHERS, *TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, PRESERVICE EDUCATION, METHODS COURSES,

THE UCLA JUNIOR COLLEGE TEACHER PREPARATION PROGRAM NOT ONLY PREPARES GRADUATE STUDENTS TO WORK IN JUNIOR COLLEGES, BUT IS DESIGNED TO CAUSE CHANGE WITHIN THE JUNIOR COLLEGE SYSTEM. IT DOES NOT PREPARE TEACHERS SIMPLY TO ACCEPT CURRENT INSTRUCTIONAL PATTERNS, BUT EXPECTS THEM TO ALTER THE PATTERNS TOWARD A TRUE TEACHING-LEARNING SITUATION. THE PROGRAM RECRUITS, SELECTS, AND TESTS TEACHER CANDIDATES, AND PROVIDES COUNSELING AND PLACEMENT SERVICES. REPRESENTATIVES OF THE PROGRAM WORK DIRECTLY WITH JUNIOR COLLEGE FACULTY MEMBERS AND ADMINISTRATORS TO IMPROVE EVALUATION PROCEDURES, RECRUITING PRACTICES, AND RESEARCH APPROACHES. THE PREPARATION PROGRAM WISHES TO FOCUS THE JUNIOR COLLEGE ON ITS PRIME PURPOSE OF CAUSING LEARNING. THE EIGHT UNITS OF THE JUNIOR COLLEGE CURRICULUM COURSE COVER (1) COMPREHENSION OF THE FUNCTIONS, FACILITIES, AND STUDENTS OF THE JUNIOR COLLEGE, (2) THE COMPLEXITY OF THE CURRICULUM, (3) LEARNING (PRINCIPLES OF CLASSROOM INSTRUCTION), (4) CRITERIA AND CLASSIFICATION OF GOALS AND OBJECTIVES, (5) TESTS AND ASSESSMENTS (EFFECT OF A CURRICULUM ON EACH PUPIL), (6) INSTRUCTIONAL MEDIA (AND THEIR APPROPRIATE USE), (7) BUILDING A JUNIOR COLLEGE COURSE, AND (8) PERIODIC ASSESSMENT OF CURRICULUM AND INSTRUCTION (TO MEET CHANGING NEEDS AND MAINTAIN RELEVANCE). THE SYLLABUS SERVES AS A TEACHING DEVICE AND AS A MODEL FOR COURSES THE TRAINEE WILL LATER CONSTRUCT AS PART OF HIS OWN COURSE WORK. (HH)

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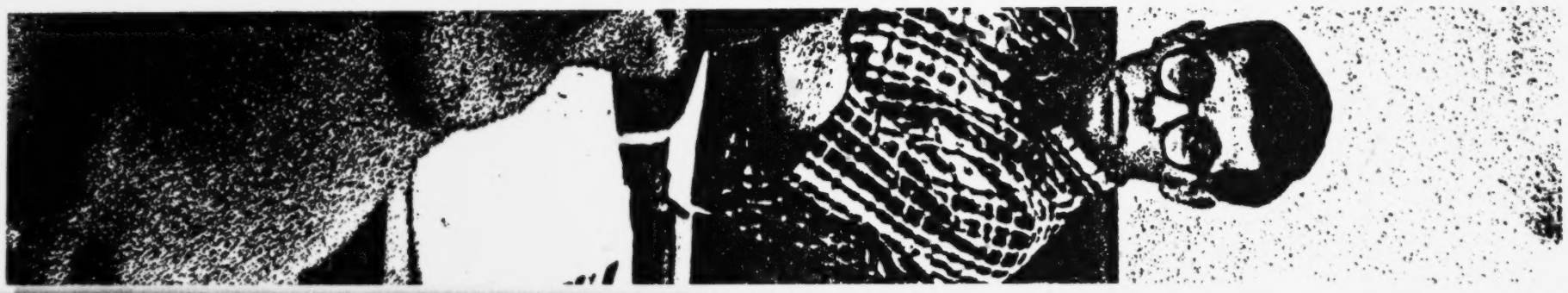

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The Junior College Teacher Preparation Program

UNIVERSITY OF CALIF.
LOS ANGELES

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INFORMATION

The junior college is simultaneously an entity and a changing force. Since its entry into the sphere of American education a little over a half century ago, it has carved a significant place as a major learning institution. It has reflected the twentieth-century push toward more formal education for more people by assuming a leading position in the drive to make low-tuition education through the fourteenth grade generally available. Its many functions include retraining, guidance, remedial and occupational curricula, general education, specialized community programs, and lower division college courses which prepare students to go on to other institutions of higher education. It is a broadly based service, designed to offer programs which are geared both toward satisfying specific community demands and toward general educational activities. However, the junior college is primarily a teaching institution. The diversity of institutional functions are all subsumed under its single basic purpose: to teach.

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Rationale

What is teaching? Teaching is causing learning, and learning may be characterized as a changed capability for, or tendency toward, acting in particular ways. Inferences of learning are made by observing changes in learner actions. By assessing the learner's abilities before instruction and then gathering evidence of the learner's altered responses after instruction, we infer that learning has taken place. Teaching can be inferred by determining what learning has occurred; if no evidence of learning can be produced, no inference of teaching can be made. *Teaching occurs only to the extent that learning takes place.* In order to secure evidence that learning has taken place, definite goals and minimal standards must be established by the instructor.

In summary, the rationale for junior college teacher preparation is based upon these premises:

1. Teaching is the prime function of the junior college.
2. Teaching is the process of causing learning.
3. Learning is changed ability or tendency to act in particular ways.
4. Both teaching and learning may be assumed to have occurred only when observable changes are demonstrated by the learner.
5. Change may be observed only if there has been determination of students' abilities prior to instruction.
6. Specific, measurable objectives must be set so that learning may be appropriately guided.

The UCLA Junior College Teacher Preparation Program focuses on ways of structuring courses and curricula so that the teacher may organize his materials to cause learning and may then determine the extent to which learning has actually occurred. It is not possible to infer teaching from hypothetical expectations or sincere efforts. One may infer teaching only if evidence of learning can be presented.

In order to ensure learning, the junior college instructor must structure his courses to bring about specific, demonstrable changes on the part of his students. This task requires that he define outcomes and specify measurable objectives for his students to reach.

Programs

UCLA has two special programs by means of which students are prepared to serve in community junior colleges.

The Student Teaching Program.

This plan is for students who decide they want to teach in the junior college while they are enrolled in a graduate degree program of the UCLA Graduate School of Education. The student enrolls in the junior college curriculum course for one quarter and, during the second quarter, he is apprenticed to a master teacher for one course in a local junior college. He usually completes the teacher preparation program concurrently with receiving the master's degree.

The prospective teacher must construct the course he will use as a student teacher or intern. These are not "lesson plans" but sets of specific, measurable objectives, test items, and selected media. Student teachers perform this task once; interns, enrolled in the second program, several times during their UCLA training experience.

The Internship Program.

Admission to UCLA's junior college internship program is dependent upon the student's having a master's degree in hand and an assured position in a California junior college. It was designed especially to attract people who have completed degrees but who have not received any pedagogical preparation along the way. The prospective teacher attends a UCLA summer session for six weeks and returns to that campus for seminars on alternate Saturdays during the intern year. The intern is paid at full rate while teaching in the junior college.

Applicants to the internship program must fulfill all admission requirements for both the UCLA Graduate Division and the Graduate School of Education and must be "credentialable" in terms of previous course patterns and degrees. With academic prerequisites completed and personal recommendations in order, the Educational Placement Office puts the candidates on lists of teachers available for work in one of the fifty southern California junior colleges; it also tries directly to find teaching positions for them for the ensuing academic year. If they are hired, they then enroll in the summer program — a program geared to structuring courses on the basis of the prescribed rationale: teaching is causing learning.

During the school year, each intern is specifically charged with submitting evidence of pupil achievement to the UCLA junior college program director and rebuilding his courses in the light of this evidence.

The Junior College Curriculum Course

The syllabus for the core course in the program, The Junior College Curriculum, serves as both a teaching device and as a model for the syllabi which the trainees subsequently are to construct as part of their own course work. Each unit of the course has its objectives, expected outcomes, and media list. The course currently includes eight units. Each is here listed with a brief description of the major goals which are to be accomplished.

Unit I: The Junior College: Function, Facilities, Students

The junior college is an historically recent phenomenon. Its goals are drawn both from current society and from the needs of individual pupils. It is a pragmatic, flexible, dynamic institution.

The facilities and services of junior colleges extend far beyond the individual classrooms. The instructor should be aware of the variety of services available to his pupils and of the many facets of the college which can aid in the process of curriculum. He should also consider the types of pupils who attend junior colleges, for their ages, abilities, and goals vary widely. Understanding of the nature and purpose of the institution is prerequisite to the formulation of courses and programs.

A. Goal: The student will understand the functions of junior colleges and the derivation of their goals. He will be able to apply these criteria to junior college practices.

B. Goal: The student will understand the extent of facilities and services available in junior colleges.

C. Goal: The student will know the numbers and types of pupils who enroll in junior college programs.

Unit II: The Junior College Curriculum

The curriculum is the main force within the junior college. It includes a complex of courses, programs, and subject matter, but all to the end that the students move toward the cognitive and affective goals of the college.

A. Goal: The student will understand the process of curricular development, change, and purpose.

B. Goal: The student will be able to validate course goals.

C. Goal: The student will understand and be able to apply the term "General Education" to courses and programs.

Unit III: Learning

The instructor should understand basic principles of learning theories as applied to classroom instruction. He should also understand elements which contribute to learning. Failure to consider these matters leads to improper course goals and inappropriate performance expectations.

A. Goal: The student will understand the term "learning."

B. Goal: The student will understand the principles of cognitive and stimulus-response theories as applied to learning situations.

C. Goal: The student will understand the basic principles of reinforcement.

D. Goal: The student will understand some basic environmental conditions essential for learning.

Unit IV: Goals and Objectives: Criteria and Classification

Objectives are the basic building blocks of the course, for through their use the instructor communicates specific expectations to his pupils. In this manner, direction is afforded and learning is facilitated. For the sake of clarification and communication within the whole field of education, the *Taxonomies of Educational Objectives* by Bloom and Krathwohl were developed. The terms and concepts embodied in the *Taxonomies* have been widely adopted.

A. Goal: The student will be able to write goals which are appropriate for various chronological positions in the curriculum.

B. Goal: The student will be able to write specific, measurable objectives.

C. Goal: The student will be able to apply taxonomic classifications to educational objectives.

D. Goal: The student will be able to organize objectives in a logical order.

Unit V: Tests and Assessments

Assessment of learning serves several purposes, but primarily it determines the effect of the curriculum on each pupil. The ability to construct valid testing devices is prerequisite to all assessment procedures.

A. Goal: The student will know the vocabulary of testing.

B. Goal: The student will understand the uses of pre-assessments and different types of tests.

C. Goal: The student will understand the principles of item analysis.

D. Goal: The student will be able to write test items which meet the standards of clarity and direction for such items.

E. Goal: The student will understand the relationships among goals, objectives, and assessment procedures.

Unit VI: Instructional Media

All materials and methods are mediational influences on learning. In fact, any controllable influence intervening between the instructor's communication of objectives and his assessment of their attainment may be considered a medium of instruction. The selection of appropriate media from all that are available is an important task.

A. Goal: The student will be able to select appropriate instructional media.

B. Goal: The student will be able to apply criteria for selection of media to texts and programs.

C. Goal: The student will design an auto-instructional program.

Unit VII: Building the Course

Carefully designed courses are essential to the process of curriculum. Within the course framework, the goals of the college become operable as learning is directed. Teacher-pupil interaction gains meaning when it is pointed toward particular ends.

A. Goal: The student will design a complete course to be included in a junior college curriculum.

This is the most critical part of the entire course for the student of teaching. His work is evaluated primarily on how well he has developed his course outline. He has been given examples — through the instructor's own examples — as to how he should prepare his course. The outline of what the student is required to prescribe in his course has been in his possession via the syllabus. Throughout the entire course he has been prompted as to what he shall include in his own course of study. When he has built his course, he has basically told the instructor, "This is what *I* intend to teach *my* students; these are the conditions under which they will be taught; and this is the criterion level (1) for pupil performance generally, (2) for pupil performance in specific units, and (3) for pupil performance on specific (samples of) questions."

With instructor comments, then, each student has a complete course outline from which he may teach his own pupils during the following student-teaching semester.

Unit VIII: The Assessment of Curriculum and Instruction

The entire curriculum must be assessed periodically in light of changing populations and community needs, in order that it not lose its relevance. Similarly, each course within the curriculum needs regular inspection to insure that it continues to be appropriate. The assessment of curriculum, courses, and instructional achievement is a necessary, continuing process.

A. Goal: The student will be able to report pupil gain toward specific objectives.

B. Goal: The student will design appropriate procedures for assessing effects of junior college courses.

Elaboration of a Goal: An Example.

Each goal in each unit is subdivided into specific objectives built in sequences designed to lead students to achievement of the goal. The following example is from Unit IV, Goal B:

Goal: The student will be able to write specific, measurable objectives.
(Note the breadth of the goal: we know the student is to write, but we are not yet sure what "specific, measurable objectives" are. Neither do we know what level of accuracy is expected.)

Specific Objectives:

1. He will list and define in ten words or less the three criteria for specific objectives. 100

(The reader should readily observe the difference. It now becomes the duty of the instructor to obtain from the learner: a distinct task . . . "he will list and define"; the conditions . . . "in ten words or less"; and the criterion . . . "100," i.e., with no errors.)

2. Given a list of objectives, he will distinguish between those which do and those which do not meet the criteria for specific objectives. 100

(Note how this builds upon those prior knowledges of specific 1.)

3. Given a list of objectives, he will note the reasons they fail to meet the criteria for specific objectives. 80

(Here again the dual responsibility of the specific exists: (1) to build upon prior knowledge and (2) to build toward the goal.)

4. Given an objective which does not meet criteria, he will restate it so that it does. 80

5. Given a goal, he will write one or more specific objectives which would demonstrate pupil achievement of that goal. 100

These specific objectives have been hierarchically developed so that, through their accomplishment, the learner has arrived at the original goal.

Summary

The UCLA Junior College Preparation Program is based upon the specific, definitive rationale that looks at teaching only in terms of learning. This approach differs from the usual one in which the teacher lectures, gives reading assignments, hopes all pupils do well on the examinations, and then cuts a curve of grades across his classes. Here, the entire curricular pattern is so designed that objectives are specified, media are determined, and assessments are constructed *in advance*. In his own course building, the trainee performs these functions in conjunction with the program director and then agrees to bring a stated percent of his classes to the specified goals.

This concept focuses the teacher's attention on his primary task — that of causing his students to change in desired directions. The teacher-trainee is not evaluated on his classroom performances; nor is he "observed" unless he so requests. He is free to find individual methods of bringing about student performance. He may teach by lecturing, holding class discussions, showing films, playing tapes, being permissive or authoritarian, timid or dogmatic; his success is determined by the extent of learning achieved by *all* his students.

The UCLA Junior College Teacher Preparation Program is not merely a device for preparing graduate students to work in junior colleges. It is designed to serve as a change agent within the junior college system. Thus, it does not prepare teachers simply to fit into and accept current instructional patterns within the junior college but to alter those patterns toward the teaching-learning pattern discussed in this pamphlet.

Within the Graduate School of Education, the program recruits prospective teachers, conducts selection and testing of candidates, and makes available counseling and placement services. In the field, representatives of the program work directly with junior college faculty members and supervisors in attempts to alter evaluation procedures, modes of recruiting faculty, and research approaches. In this function, the Teacher Preparation Program is aided by the UCLA Junior College Leadership Program. These efforts are all geared to the implementation of the rationale that junior colleges must focus on their prescribed purpose — that of causing learning.

The Junior College Teacher Preparation Program was developed by Arthur M. Cohen and John D. McNeil, with the assistance of the staff of UCLA's Teacher Education Project, a five-year program funded by the Ford Foundation to develop new teacher education practices.

"Developing Specialists in Learning" was prepared by Arthur M Cohen, Florence B. Brawer and John J. Prihoda.

Other publications in the TEP series are:

Instructional Media Services

Success in Teaching
A rationale for teacher education and re-education

From Theory to Practice
Elementary student teaching and internship

From Theory to Practice
Secondary student teaching and internship

Teacher Preparation
Courses, goals, and tasks

Educational Administration Programs
School Structure and Teacher Education
The UCLA University Elementary School intern experiment

In addition, the following materials have been prepared with the assistance of the Teacher Education Project:

Okumu, L., Rupert, K., and Tyler, L.: *Using a Curriculum Rationale.* Available UCLA Student Store.

Fawcett, C. W.: *The Skills of Teaching.* Available UCLA Student Store.

Gordon, C. W.: *Dimensions of Teacher Leadership in Classroom Social Systems.* Out of print. List of libraries which have the publication is available upon request to Prof. C. W. Gordon, UCLA Graduate School of Education.

Johnson, Rita V.: "Product Research: Teacher Training by Programmed Videotape." Doctoral Dissertation, Fall, 1966, UCLA. Available through Dissertation Abstracts.

Teacher Education Project: *Computer-Assisted Instruction: An Introduction to Coursewriter Coding.* Available in Machines Room, Moore Hall, UCLA.